



STAGES OF FOREIGN LANGUAGE EDUCATION IN KARAKALPAKSTAN SCHOOLS

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Article history:	Abstract:
Received: April 2 th 2021	This article is devoted to the history of teaching Western European languages in schools in Karakalpakstan. The authors outlined the main stages of teaching German, English and French in educational institutions. The first Western European language included in the curriculum was the subject "German Language," which began to be taught in incomplete schools in Karakalpakstan in the 1930s. English and French were introduced into the curriculum in the post-war period. The article justifies the main stages of teaching Western European languages. Each stage is characterized by its own characteristics, closely related to socio-political events in the country.
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The history of teaching foreign languages covers more than a century, during which the picture changed in a progressive line. Personnel were formed, a methodology was developed, a routine action was taken to update knowledge of a foreign language. The methodology of teaching foreign languages carried a large functional burden, which is a system of knowledge about the laws of the process of teaching a non-native language and how to influence this process in order to optimize it. In the conditions of Karakalpakstan, the methodology for teaching the Russian language in non-Russian classes was much better developed than other foreign languages. In this article, we consider the stages of teaching Western European languages, which usually mean English, German and French.

At one time, the famous scientist-teacher R.A. Zaripova indicated two stages in the development of the history of teaching foreign (European) languages in Uzbekistan. In particular, she determined that the first stage chronologically covers 1924-1960, characterized by the fact that textbooks for Russian schools were adapted in Uzbek schools when teaching foreign languages, and at the second stage (1961-1980) foreign language textbooks were created taking into account the peculiarities of Uzbek schools and the Uzbek language. Further, R.A. Zaripova classified the stages of development of the methodology for teaching foreign languages in Uzbekistan, indicating 6 periods: the 70s of the XIX century to 1917; 1917-1930 years; 1930 - early 1940; early 1940s to early 1960s; 1960s to the early 1970s; early 1960s to 1980s [1] Her work was written back in the 1970s, so this classification did not include the events of the 1980s and the period of independence. The authors of the textbook "Ingliz tili uqitish metodikasi" W. Khoshimov and I. Yokubov, continuing this classification, indicate the next stage, which is divided into two more periods - 1980-1991 and from 1991 to the present [2]. Thus, in Uzbek scientific and pedagogical literature, the history of teaching foreign languages is indicated by three stages of its development: 1924-1960 years; 1961-1990 years; 1991 - to the present.

Summarizing all the material studied and developing the topic of classification in relation to Karakalpakstan, we can indicate that in the aspect of teaching Western European languages in general schools of our republic chronologically we can indicate several periods, in particular: the end of the 1920s - 1946; 1947 - 1965 years; 1966 - 1983 years; 1984 - 1991 years; from 1991 to present. Such a conditional division, however, has a close connection with events of a socio-political nature. On September 5, 1931, the Central Committee of the All-Union Communist Party of Bolsheviks adopted a resolution "On Primary and Secondary School," according to which the subject "Foreign Language" was introduced into the curricula of all schools, which included teaching German, English and French based on the characteristics of each region. Teaching Western European languages, in particular, the German language, in Karakalpakstan begins in the late 1920s. For the first time, students of the secondary school named after Lunachar city of Turtkul began to study German. In the 1934/1935 academic year, German began to be studied as a general education subject in the secondary school of Hodgeili, Kungrad, Chimbay and the village of Muynak [3]. On September 16, 1940, the Council of People's Commissars of the USSR adopted a resolution "On the Teaching of German, English and French," which gave some impetus to this process, however, it did not have a decisive influence in the conditions of Karakalpakstan due to the outbreak of World War II. The second stage is connected with the adoption of the Decree of the Council of Ministers of the USSR "On the Study of Foreign Languages No. 3488 of

October 4, 1947, pursuant to which by March 1948 German language lessons were introduced into the educational program of 9 city secondary schools, foreign languages were taught in 11 schools in Kungrad and Muynak. In total, at that time, foreign languages were studied in 37 schools in 206 classes (from grades 5 to 10), in 7 secondary and 19 seven-year schools in district centers. German language began to be studied in 2 more evening schools of working youth. This business was continued within performance of other acts (for example, the Law "About Strengthening of Communication of School with Life and Further Development of a System of National Education in the USSR" of 1958, the resolution of Council of ministers of the USSR "About Improvement of a Learning of Foreign Languages" of May 27, 1961) which influenced development of a technique of teaching foreign languages at national school. During this period, in Karakalpakstan, attention to the process of teaching foreign languages is significantly improved, a methodological cabinet is being formed in the system of the Ministry of Education, and the formation of personnel potential was actively underway.

On November 10, 1966, a resolution was issued by the Central Committee of the CPSU and the Council of Ministers of the USSR "On measures to further improve the work of the secondary school," which marked the beginning of a new stage in the history of teaching foreign languages in Karakalpakstan. This period is characterized by qualitative changes in the field of school education and an increase in the number of teachers of foreign languages. In the school education system of Karakalpakstan, by this time, the contingent of foreign language teachers had gradually begun to form. By 1960, 180 foreign language teachers worked in schools of the republic, of which 155 with higher and 11 with unfinished higher education, while 25 teachers were not specialists [4]. The main requirement in the process of teaching a foreign language to students of schools were to have the skills of practical proficiency in the learned language, the ability to conduct a conversation in a foreign language, to read the text with full understanding. Compared to previous years, schools in the Republic have slightly improved the availability of educational and teaching materials and a new training program.

The next reform of the secondary school began after the adoption of the decree of the Supreme Soviet of the USSR "On the main directions of the reform of the secondary school" of April 12, 1984, which is the fourth stage of teaching foreign languages. In this document, the main task of the Soviet school was determined:... "To give the younger generation deep and strong knowledge of the basics of sciences, to develop skills and skills, to apply them in practice, to form a materialistic worldview...." That is, this meant that the secondary school, as in 1958, again began to focus on the professionalization of the secondary school. In the field of labour education of young people, the reform set the following task: "fundamentally improve the staging of labor education, education and vocational guidance in a general education school; Strengthen the polytechnic, practical direction of teaching; Significantly increase the training of skilled workers in vocational training; to move towards universal vocational education for young people. "[5] Thus, the school was again assigned the functions of versatile vocational training at the level of secondary vocational schools.

The problems of improving the content of education, forms and methods of education, and strengthening the connection of education with the practice of modern production were at the forefront of school reform. The Council of Ministers of the USSR and the Ministry of Education were instructed to carry out in 1986-1990. the transition to the beginning of schooling from the age of six and in secondary school was meant to be taught in 11 classes, where in 10-11 classes it was again provided for obtaining initial qualifications in one of the mass professions. In order to improve the work polytechnic training of students, it was planned to allocate additional hours in all classes for socially useful productive work, and industrial practice was introduced in the middle and senior levels of the school education system.

The key figure in the implementation of the reform was a teacher, which required the development of special measures aimed at increasing the public prestige of the teacher and master of industrial training, improving their theoretical and practical training. One of the objectives of the reform was to eliminate the overload of curricula and textbooks, to free them from unnecessarily complicated, secondary material, as well as to determine for each subject and class the optimal amount of skills and skills required for students to master. That is, a project was again launched to create new textbooks, educational and methodological literature, and training. In the early 1980s, English was studied from grade 5, after the reform of the general education system in 1984, they began to study from grade 4. At that time, textbooks were sorely lacking, usually they were bought by students themselves in bookstores. There were no dictionaries, other educational literature. According to the decision of the Ministry of Education of the Republic, when teaching Russian and foreign languages, it was recommended to divide into groups [6]. Methodists indicated the use of a mixed method, using some techniques of natural and translation methods.

According to the curriculum, in the 1980/1981 school year, only 2 hours a week were allocated for learning a foreign language in 9-10 classes, and another 2 hours were recommended to be added due to optional classes that were not held at all. In the 1983/1984 academic year, it was planned to reduce the weekly hours to 15 due to a decrease in the number of hours in the 7th grade, and in the 1984/1985 academic year it was only 14 hours per week, distributed as follows: 4th grade - 4 hours, 5th grade - 3 hours, 6th-7th grade - 2 hours, 8-10th grade - 1 hour [7]. In the context of measures to reform the general education and vocational school, the Ministry of Education of Karakalpakstan recommended that teachers of the Russian and foreign languages expand their interaction, attracting the knowledge gained by students in the lessons of other subjects, and turn to socio-political events taking place in the republic. Certain changes were made to the training programs, namely: the practical orientation of education was clearly distinguished, the requirements determining the communicative orientation of the educational

process were clarified, the importance of a differentiated approach and individualization in the process of teaching and educating students was revealed, attention to organizing the independent work of students was strengthened, more intensive use of the capabilities of the lingua-phone room and other technical means of training was provided. Increased attention to issues of labor education was reflected in the subject of oral speech and reading. They were subject to compulsory study of the topic "Human Labor," "Socially Useful and Productive Work of Schoolchildren," and in grades 8-10 it was recommended to use local history material. However, the low qualifications of teachers did not give a positive result. Lack of textbooks was an old problem, schools lacked specialized offices of a foreign language.

The fifth stage of teaching foreign languages begins with the independence of Uzbekistan, of which the Republic of Karakalpakstan is an integral part. In accordance with the decision of State bodies throughout Uzbekistan, including Karakalpakstan, a new system of teaching foreign languages has been phased in. Emphasis was placed on the in-depth and ubiquitous study of English [8]. Today, English is widely spoken in the world, wider than French, German, Spanish, Russian and Arabic, used as a means of international communication. In many States, it was used as a native, second and foreign language, for example, English occupied a special place in seventy countries of the world, in nineteen countries it was a State language. In most countries, he is taught at school as the main foreign language, crowding out other foreign languages.

Thus, the history of teaching foreign languages in the general education system of Karakalpakstan has its own history and it is important to chronologically determine the stages of development. Examination of the history of teaching foreign languages in schools of Karakalpakstan shows that the practice of teaching has gone a great interesting way, which allows to reveal some features of its development.

Firstly, the development of teaching went along the line of increasing awareness of the need to teach foreign languages in schools in Karakalpakstan. If in the 30s a foreign language was first introduced into the curriculum of schools in Karakalpakstan, then during the years of independence, foreign languages gradually gained the right to be an integral part of the entire cycle of the educational process. The realization of the vital need to teach foreign languages was due to the policies of our state.

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